

GateWay Early College High School

Parent Involvement Policy

Describe how parental involvement policies are developed at the LEA and school levels.

Upon enrollment, all families are made aware of office numbers, all staff email addresses, a map, our mailing address, and the website address. Parental Involvement Policy is developed at GWECHS using the following process:(1) The Site Committee (including students and parents) meets and reviews the current policies and procedures. This committee may additionally look at model policies;

(2) The site Committee reviews the problem situation and brainstorms solutions or may assign a sub-committee to develop solutions;

(3) The site Committee discusses the pros and cons of the solutions and in a vote chooses the policy which solves the most parent, student and/or school need;

(4) The Committee makes the recommendation

(5) Upon approval it is added to the policy and procedures manual. The approved policy is communicated to parents at meetings, in the student/parent handbook, on the web-site, etc.

How are students identified for Title I services – targeted assistance programs?

Students are identified at being most at risk of not mastering the State's achievement and content standards using the following activities:

(1) Achievement as determined by their performance/mastery in ASSET, AIMS, & Terra Nova;

(2) Achievement in English language skills using the AZELLA;

(3) Teacher observation and recommendation;

(4) Parental recommendation.

The students are rank ordered and those most at risk are delivered additional supplemental services.

How are eligible migrant, special education, American Indian, homeless students, and English language learners (ELLs) included for Title I services?

The student enrollment process at GWCHS is used as an initial screening to determine if additional services might be needed. If the initial screening shows a need, the student is given appropriate assessments to determine skill level and possible required services. All students are assessed and appropriate evaluation; instructional strategies are determined and implemented. Those with unique situational/cultural circumstances are assessed further to determine if support services from the school or community are necessary to provide a successful and safe school learning environment. PHLOTE children are given the appropriate language assessment, special education appropriate special accommodation assessment, etc. If the student's achievement and content assessment

show a need for additional academic support the student will receive reasonable academic and ergonomic accommodation.

Describe the process/procedures used to include these students in Title I services.

All GWECHS students are identified for services using the process described above. If there is a need for a 'special' accommodation for eligible students, reasonable accommodations are made. Students identified as English Language Learners are part of the school's English immersion program with reasonable accommodation using volunteer and peer assistance etc. Additionally, all teachers and administrators have their provisional Structured English Immersion endorsement and many have the full endorsement.

Describe how supplemental services are promoted.

GWECHS would formally notify each family by writing a simple letter explaining school improvement, their options, and how GWECHS will provide supplemental services to their children, including a list of state approved providers of supplemental services.

How are other programs and services for ELLs, migrant, American Indian, immigrant students, or neglected or delinquent youth, coordinated with the Title I program?

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Describe how the LEA and school(s) provide activities for parents to meet annually to be informed of the Title I program, the curriculum offered, how student progress is measured, and the expectations for Title I students.

GWCHS meets with parents at the beginning of each school year to explain the nature of the Title I-A program and the supplemental help that is available to those students most at risk of not making the State's achievement and content standards. This information will also be available in the revised Early College High School handbook. Additionally, the initial parent meeting will inform parents, guardians, and students of the school's curricula and the importance of its alignment to the Arizona achievement and content standards in core curriculum. Parents are informed of how their student's progress will be measured against the State's standards and that all students are expected to master the achievement and content standards. Student-led conferences with parents and teachers occur four times each year, during which students' assessment and progress are shared. Portfolios are used to help parents better understand their students' achievement. Progress reports are provided to parents in the primary home language if applicable and possible. Additionally, parents are invited to open houses, information meetings, and ongoing volunteer opportunities.

Describe how the LEA and school(s) provide activities for parents that are flexible in number, time of day, and location.

GWCHS surveys parents to assess times most available for them to meet with school administration and teachers. From this assessment, flexible times are set that include the majority of parents. For those parents with conflicting schedules, alternative times are made available. Phone conferences, e-mail, are also used to provide ongoing communication regarding student progress, scheduling changes, curriculum changes, etc. Timely meetings can be scheduled early mornings, after school, evenings, and Saturdays if necessary. Most meetings are held at our school campus because space is a premium; however, the school shares the resources of GateWay Community College when the need arises.

Describe how the LEA and school(s) provide activities for parents that maintain on-going communication between the parents and the school.

GWCHS communicates with parents via the above described meetings; school web-site; letters from teachers and the principal, timely student progress reports, teacher/parent conferences, end of term report cards, one-to-one telephone calls made by teachers, administration, and attendance coordinator. Teachers use their collaboration time on

Friday afternoons to call parents. A phone log is maintained appropriate information/data is posted to the website. Parents are given a handbook upon registering their student which includes the all staff member's phone numbers and email addresses as well as office hours. All communications send home include contact phone numbers and email addresses.

Describe how the LEA and school(s) provide activities for parents that provide parents with information about other services available, such as support for ELLs, migrant program services, Indian education program services, adult literacy programs, etc., for both students and parents.

Parental involvement is an integral part of the student experience at GWECHS. Prior to enrollment, all students and their parents participate in an orientation which involves an interview with the school counselor during which they are made aware of services available to them at GWECHS and at GateWay Community College. Translation services are provided when needed to non-English speaking parents. Home visits are made if and when the need arises.

Parents must perform certain tasks/activities during student enrollment that commit them to a course of supporting their student's academic environment. Their needs and interests are part of the student/parent/compact for services. During the enrollment process, the registrar notifies the Guidance Counselor of 'homeless' identification. This initiates activities designed to ensure that federal guidelines are followed with respect to enrollment, attendance, assessment and evaluation; it also begins the process associated with ensuring that the student has sufficient community support to maintain a quality educational experience at GWCHS. The GWCHS receives no ELL funds, however our Enrollment Coordinator includes a determination within the enrollment experience that gives ELL and/or PHLOTE information. Should the recommendation be 'needs further assessment' the Principal is notified and the student is given the SELP as an aid to determining the curricula placement of the student.

Describe how the LEA and school(s) provide activities for parents that develop the understanding of shared responsibility for student achievement and increase the capacity for parents to be involved in their student's education.

GWECHS places great emphasis upon shared responsibility for the student's progress with respect to the State's achievement and content standards in enrollment procedures, timely meetings, parent/teacher conferences, teacher letters, student progress conferences with staff, etc. Parents are encouraged to consider themselves in a partnership with the school that supports their children and provides them with the assistance they may need in tutoring if their skills are minimal. The school aims to enroll and engage parents in all aspects of their children's education. Community educational programs are open to parents throughout the year, the intent being to build capacity to support their children's education.

Staffing reflects the school's commitment to parental involvement. A Director of Community Engagement serves as a liaison for parents and the larger community. Additionally, the Student Success Liaison is responsible for regularly communicating

attendance information to parents. An attendance clerk contacts parents with reports of student absence. Teacher informally contact parents regarding both student successes and struggles and formally during Student Led conferences twice each year.

School-parent compacts are disseminated and explained to parents upon enrollment, included in the student enrollment package and in the school handbook. The compact is also reinforced during orientation in the counselor's interview and twice annually during conferences.

Parents sign their agreement to the following expectations in the compact:

- * Provide for 2 hours each evening for students to study and do homework
- * Support regular attendance and call school on the day of an absence
- * Attend and participate in school functions
- * Keep up on Early College activities by reading all materials sent home
- * Expect and follow up on progress reports and report cards
- * Participate in student led conferences twice a year
- * Encourage and expect students to attend college after graduation
- * Contact school with any questions or if there is a gap in information coming home

Describe how the LEA and school(s) provide activities for parents that assist parents in using technology in order to improve student academic achievement and improve communication.

In the past, GWECHS has relied heavily upon an independent study program. However, the school is committed to providing a more varied instructional approach that differentiates for specific student needs. Teachers will facilitate learning via direct instruction, cooperative learning structures, and learning communities. Performance based assessment will be used. In the future, technology will be used to enhance standards-based curriculum. Accordingly, computers will remain available in all classrooms for student (Ratio = 1:1) and parent use. Parents will also be encouraged to increase their computer literacy and capacity by visiting the school and participating in hands-on activities. The Internet/e-mail is an integral part of the communication system with parents where possible.

Describe when and how the LEA informs parents of services available for students eligible for the activities mentioned above.

GWCHS disseminates student eligibility for the supplemental services provided by Federal funds through our communication system. Our Parent Orientation meetings, Summer Bridge program, parent-student handbook, parent/teacher conferences, school new-letters, the internet, a new website and e-mail. Parents are reminded that part of the process for determining which students will be served is the use of 'Parental referral for services'.

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding individual student achievement results.

Parents are provided with individual student achievement results every quarter and when any student data is received from the state. Results are explained to parents through explanation letters, parent conferences, and phone calls from teachers and other staff. All communications are in English and Spanish.

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding school and LEA student achievement results.

Parents are provided the School Report Card each year, and additional information about the school is posted on the school's web site. Letters are sent home explaining the school's achievement data in Spanish and English

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding results of evaluations of program effectiveness, e.g., the Title I program, drug and violence prevention and ELL programs.

Results of evaluations and program effectiveness are posted on our web site and sent to the parents via the internet or the U.S. Postal Service. Results are also conveyed at parent/teacher conferences and in orientation/enrollment activities where appropriate and in staff/parent meetings. To the extent possible, results are provided in a format and language the parent understands.

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding requests for information about the qualifications of their student's teachers.

Qualifications of GWCHS teachers are available online and are kept on file in the school's administrative office, available upon request. Qualifications are also sent to parents via letters from teachers/administration. If requested, the parent will be mailed timely information about teacher qualifications. At the beginning of every school year parents will be mailed this information. It will be available at the parent meeting at the beginning of every semester. All parental notification procedures are in accordance with Public Law 107-110, Section 1111 (h)(6). PARENTS RIGHT TO KNOW

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding teachers (in Title I schools) who do not meet the NCLB definition of highly qualified and are assigned to the same classroom for more than 4 consecutive weeks.

Parents of students who are taught by a 'teacher who does not meet the "Highly Qualified" definition, for four weeks will be notified in a timely manner. If a 'not' Highly Qualified teacher is being assigned to a classroom, parents will be notified in a timely and appropriate manner. All 'professional qualifications' information is maintained at the school administrative office and is available to any interested party. Biographies of all staff are available at the GWCHS website and the school/parent handbook. In addition, all administrative and instructional staff are introduced at the school open house at the beginning of the year. All parental notification procedures are in accordance with Public Law 107-110, Section 1111 (h)(6). PARENTS RIGHT TO KNOW

Describe how the LEA and the school(s) provide timely communication to parents, in a format and language they can understand, regarding the status of its schools in school improvement, and availability of school choice and supplemental services, if required.

If GWCHS is identified for school improvement, parents will be notified promptly (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled. The communication will include the following:

- (a) an explanation of what the identification means and how the school compares to other 'peer' charter schools;
- (b) the reasons for the identification;
- (c) an explanation of what we are doing to address the problem of low achievement;
- (d) an explanation of how parents can become involved in addressing the academic issues that caused our school to be identified for school improvement;
- (e) an explanation of the parents' option to transfer their child to another public school with transportation provided, or to obtain supplemental educational services for the child.

Opportunities to participate in program design, policy development, plan development, or other decision-making processes.

At GWCHS parents are given the opportunity to participate in program design, policy development, plan development, and other decision-making processes through participation on our site council and other ad-hoc committees researching high-priority concerns. These committees are at the school level.

Title I program staff in school wide and/or targeted assistance schools:

A. Describe how Title I instructional services are delivered (include ratio of Title I paraprofessionals to Title I teachers).

The Title I paraprofessional does not provide instructional services but does provide affective support for our students most at risk of dropping out. There are no classroom teachers funded by Title I.

Describe how the LEA's plan to assist the Title I teachers and instructional paraprofessionals who need to meet the NCLB requirements by 2005-2006 is included in the LEA's professional development plan.

GWCHS employs only those teachers and other personnel who meet the requirements of the law. The school will continue to provide data-driven, rigorous staff development to ensure highly qualified personnel in all classrooms.

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced The Title I committee including:

Yvonne Watterson, Principal

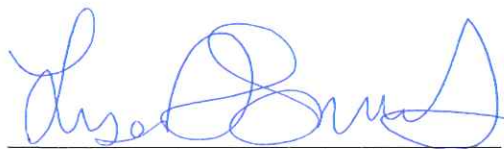
Lisa Smith, Director of Federal Programs

Greg Wingo, Community Liaison/dropout prevention specialist

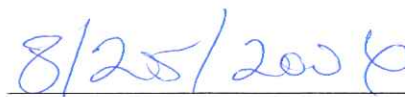
Karen Hawkes, Teacher and English as a Second Language Coordinator

Patty Kirchner, Parent

This policy was adopted by GateWay Early College High School on 08/24/2006 and will be in effect for the period of three years. The policy will be reviewed and if needed revised each year. The school district will distribute this policy annually to all parents of participating Title I students during the first month of school.



(Signature of Authorized Official)



(Date)